Interview with [P14]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher  
Transcriptions working OK. Yep. Seems to be all working. OK, so brilliant. So shall I just launch into it? ((laughing))

[P14]  
Yes. Yeah, let's just go right ahead.

Researcher  
Maybe to start with, maybe you could just tell me a little bit about your role as [redacted identifying information], just to warm up a bit.

[P14]

[Redacted identifying information]

Researcher  
Yeah. So I mean, obviously you said you weren't part of that decision making process because you joined obviously after it had been thought UP, but have you any idea why it might have been that it [the program] was CHOSEN as an English language-

[P14]  
Yeah. Yes, so I'm now curious about it, so when you said that you're happy to have a [discipline] perspective, because there might be differences between places. Are you interviewing OTHERS at the [case study university] or do you mean GENERALLY across the board?

Researcher  
Oh yeah, we've, I've been interviewing people in [case study university]. Sorry, I should have given a bit of an introduction to the project beforehand ((laughing)), um BASICALLY we're looking at how English is being increasingly used at universities in Europe. So we started by looking at the Netherlands because they were quite EARLY implementers of English language programs. I've been assigned to look at Austria, and we're basing it the case study on [case study university]. But we're also looking BEYOND the university. So I'm also interviewing some people say in the ministry. And so it's not SOLELY the university, the focus, but the [case study university] is our case study university.

[P14]

Okay, great.

Researcher

Yeah. So when I asked you the question or when I said yeah, it's great to have the perspective of someone [discipline], I mean that often maybe I'm talking to people in [discipline] or or different subject areas. So I think it's really helpful also to get a perspective from the different subject areas. So we have VARIOUS different reasons for INTERVIEWING people including also their roles in governance and whatnot but um you know.

[P14]  
But that's HELPFUL to know because ONE of the reasons for why there is the program is taught in ENGLISH has to do I think it's not the [case study university] specifically, but AUSTRIAN university law and is somewhat, yes, WE have a regulation, that NORMALLY you can study when you whenever you're qualifed, there is NO limitation on the number of students that can sign up for a program. And the only way to make that happen is, maybe with the exception of a FEW places like veterinary medicine or medicine, or so is to teach it in English.

Researcher  
Yeah.

[P14]  
So this has at FIRST like nothing to do with the language as SUCH, but just with the NEED that we have this program we need like resources to teach specific classes on it. We only can afford like one seminar each, so the program has to have the size of one seminar which is like 30 students.

Researcher  
Yeah.

[P14]  
And so we HAVE to make it in English, right? So that's really a bit like pedagogically a bit BAFFLING. And this kind of [?], but that is like a very weird Austrian thing. Of course, the interesting question um probably is, which I don't know the answer to is, OK, so WHY is that in the law? Is there some kind of particular higher education agenda[?], which might have to do with value in English and internationalization, but from the perspective of of someone STARTING a program, IF you want to have a restricted student number for like more specialist master’s program or or if you wanna if you find that you need COMPETITIVE admissions because it's a very DEMANDING program, you just have to do it in English, otherwise you can't have the processes in place.

Researcher  
Yeah. Yeah. And I think in the law, in the Universities Act 2002, it says FOREIGN language, but in PRACTICE that means English, doesn't it? Yeah. No, I was hoping to follow up with that. I I'm not sure I'll find answers to that, but yeah, it's it's REALLY interesting because obviously it varies so much in Austria according, you know, by comparison with other countries as well. So, but I mean, are you saying this through insight from your colleagues? You know, this was one of the REASONS, did they TELL you this?

[P14]  
Ohh yeah definitely. Yeah, yeah. And ALSO I mean also in OTHER context when when I'm part of like curricular revisions and say you have a program where there's an issue with RESOURCES, and we're like well wouldn't it be, and also the SELECTION, wouldn't it be nice to be like more SELECTIVE for some purposes, right, also in the interest of students as WELL that that and then it's like, well, we can't do that unless we change the ‘Entwicklungsplan’, the development plan of the university, or whatever. We CAN'T just do it, the ONLY way to do it is to actually change the FORMAT into English. So this KEEPS coming up as as as a theme. And so that's and yeah, and I think from yeah, like this for for [discipline] in particular, this is what I heard about how it came about to be in English, and that this was very EARLY on CLEAR that it has to be in English, otherwise there would be NO way of putting on dedicated classes for the program. You would just have to REUSE a lot and REPACKAGE it into a NEW program, which is kind not[?] the best thing to do. And so the answer was we need to have a limited limited student number. I I think the people INVOLVED in that, I don't know how much resistance there was when this was pushed through because that was prior to when I was HERE but the person who initiated that and the person if you want to follow up on that, that would be [name]. He kicked that off.

But MANY people INVOLVED in the program would, are ANYWAY happy to do it in English and would PREFER to do it in English ANYWAY, because you get a much better range much WIDER range of students. You get more students, you can select BEST students. It’s quite important for the program because it's quite difficult to be GOOD in [subject area] AND in [subject area] at master’s level.

So it's not that we GRUDGINGLY do it or so, but it just so happens that it's an [?] which is just a bit, like looks like like externally IMPOSED and not really reasoned out, but but it works out very WELL for the program.

Researcher  
What people also USE it for in certain ways, don't they? So.

[P14]  
Yeah.

Researcher  
It's not exactly imposed because it's being USED in a certain way as well, isn't it?

[P14]  
Yeah, that's true. Yes. It's not just IMPOSED, exactly. You USE it as a tool. But I mean the, I mean, there MIGHT be, NOW you're talking to someone who has been TRAINED in [Anglophone country] and worked mostly in [Anglophone country], like ONLY in [Anglophone country] before coming here. So I was there for [number] years in total. So I'M perfectly happy with that, but especially in [discipline], I mean, if there is like this kind of SOMEWHAT external PUSH towards English, not EVERYONE is going to be happy with that.

And also within within [subject area], say there's a can be a bit of a cultural CHALLENGE, so to say, or like a culture, like different kind of academic cultures might CLASH in that in that context. Umm yeah ((shakes head)).

Researcher  
So have you come across any such opinions YOURSELF from colleagues within [subject area] that they're they're not happy with this SHIFT towards English or implementing new programs?

[P14]  
We're not in [subject area] because they are only the people, they are people who teach in ENGLISH, right? So people who are not happy to teach in ENGLISH, we can't, they're not really involved in CORE courses of the program.

Researcher  
OK.

[P14]  
Because they couldn't BE because we have to offer ALL core courses in English, students CAN take German classes as options if it if it fits and they can follow. But so it's not within [subject area], but there's in [subject area], yeah, sometimes we have discussions about this and we had like, I kicked off that we have SUBTITLES for all departmental meetings as opposed [?], why don't we do it all in English? And people are like, no, not everyone is happy to even DO a departmental meeting in English. But it's a problem because we have people who can't follow German so now we actually subtitle and like LIVE translate department meetings ((laughing)) on Zoom or online.

Researcher  
And what about, do you have meetings where you're PHYSICALLY present together?

[P14]  
Yeah, we’ve not had these since we have started this OFF, so then, but even then, we probably can do it by just running a parallel meeting like Zoom meeting and having subtitles and projecting.

Researcher  
Right, yeah. So you do it in ENGLISH with subtitles?

[P14]  
The subtitles are in English if everyone speaks GERMAN, it's not the other way around. We don't do GERMAN subtitles.

Researcher  
Also, it's actually translation as well, sorry?

[P14]  
Yeah, that's the IDEA. Yeah. Yeah, it's it's just, I mean, it's really amateurish, right? I mean, I do it and like three other colleagues and we kind of take turns. It's NOT great, it’s not AWESOME, but it it, it is MUCH better than not being able to FOLLOW for five minutes of a discussion.

Researcher  
Right. Yeah. OK.

[P14]  
Yeah, but then I mean, there are also other like OTHER discussions that that are relevant here to do with using increasingly using English also in TEACHING and in administration, that's questions of accessibility. So, for example, our students HAVE to do at least SOME classes, I think bachelor’s students even, but DEFINITELY master’s students, I think even bachelor students, have to do SOME classes in another language, which always, because we DON'T offer languages in classes in Farsi.

Now, here's me having having a STUDENT from Iran who has managed to speak German well enough to do [subject area] in German. It's a HUGE achievement. And now she ALSO has to do it in English because she can't use your native language. So it's actually HARDER for her than for a German speaker.

Researcher

Can she not CHOOSE a course in German? So you MUST have [subject area] courses also in German no, at masters level?

[P14]  
Yeah, of COURSE. But that doesn't count as a foreign language from the perspective of the [case study university], this is not a foreign language CLASS. So if this person only follows German classes, they are not going to fulfill the REQUIREMENT to ALSO study [subejct area] in another language, so they they ARE forced to study it in German and SOME of it in English, and that holds like for students with a migration background to write for them, it's like already a tough ENOUGH to do it in German and now they ALSO have to do it at the same level in English. So there are really there are some reasons where it's not just a matter of being old fashioned, old people resist CHANGE or something, but where it's not [?] that require English and the same with the university as an employer and as a huge employer in the city. If you say that in a SECRETARIAL post you can, you have to speak like we're able to like communicate fluently in ENGLISH, then you kind of take yourself out of the pool of employers for for many people, so there's some considerations where it's more more complicated than than I might have initially thought when I came from the [Anglophone country]. And I'm like, why don't you just all speak English? This is, I'm just, get OVER it, but that's not really how it GOES and particularly in some contexts.

Researcher  
So can I just probe a little further on this foreign language requirement because I'm not sure I I entirely followed it. So the foreign language foreign language requirement is that at MASTER’S level or at BA level you're talking about?

[P14]  
I I do not KNOW because I'm I only came across at ONCE when I had this student who said I need to study, so you have to look into the curriculum briefly. I mean, if you want, you can do it NOW or you do it. I mean, just like it will say something in the curriculum.

Researcher  
Yeah.

[P14]  
It is actually a DETAILED curriculum file, it will, it must say, I THINK it was even at bachelor's level.

Researcher  
Yeah right. I'll look at that. I think it may, from what I've heard that that would make perhaps more sense if I, yeah, I'll have a look afterwards. Thanks so much.

[P14]  
Yeah.

Researcher  
Yeah. No, that's not an insight come across before, so it's definitely worth following up as well.

[P14]  
Yeah. And it's really tricky to know what to MAKE of it because saying that, yes, I mean because we because it's a good REQUIREMENT to do the subject in more than one LANGUAGE, and read other literature, but then for some students it means doing it in TWO foreign languages and for others only in one, and and especially I think in the university with, it's really easy to PUSH these English language requirements and it becomes quite selective and say you have a small program, etcetera, but one of the kind of identity kind of CONFLICTS then at [case study university] is that yes, you want to be a world leading university, you want to be OPEN to other researchers and teachers etcetera, but we are ALSO [redacted identifying information], we are a MASS university where like one of the main ways for people to get UNIVERSITY education in the CITY and in the COUNTRY and it needs to be accessible to people who are NOT like super ELITISTS switched on, etcetera, right, because otherwise you just have a problem for people like for social MOBILITY and opportunities. So THAT is really tricky to fulfill this, it's not really possible to fulfill these two criteria in the same programs I guess. I mean, I guess maybe that's why that is a kind of two track thing that we have these MASS programs which are just open for anyone with the high school certificate that they required for them. And then the university allows and and supports the implementation of, like DEDICATED programs that are more SELECTIVE, I guess a kind of compromise that's being it's being done. And it has a lot to do, also partly also to do with the language because yeah, the level of English.

Researcher  
I mean the language the language allows you to restrict the numbers, doesn't it? But it doesn't actually create any qualitative requirements. So that is that a separate thing? I mean, because I know noticed also on your program it said there's a competitive selection PROCEDURE as well. So that's in and above the restriction of numbers, isn't it?

[P14]  
That’s in and above the language yeah, but the language itself would have a restrictive would not just have a restrictive, but also a SELECTIVE element. If you say you need to speak English at C1 level if you want to study [subject area] in [case study university], then there will be a GOOD number of students who just COULD no longer study here, and that WON'T be random, right?

Researcher

Is it C1 level?

[P14]

No, it's not. No, it's not. No, no, it's not.

Researcher

No, it’s B2.

[P14]

But if one DID that right, if one said look you need to be like, we need to be more GLOBAL, we need to PUSH English more, and have MORE classes in English, then there WILL be students who or who will just get very poor GRADES, and that will not be, it will NOT be incidental.

Researcher  
Yeah, yeah, sure. It's it's just that the only thing I've come across SO far that has a C1 requirement for English is subjects specialized kind of IN English, you know, or [subject area] or something like that, I haven't really come across it for other subjects. And EVEN then you, but even then you could argue somebody might be really great at languages but be really BAD at [subject area] or [subject area] or whatever ((laughing)). Right.

[P14]  
Yeah, of course. And it's not the ONLY requirement for that reason, yeah. I can say a bit MORE about this because we HAVE debated this in the [redacted identifying information]. So basically they said YES in a sense, you need C1 English to DO it well, but having to PROVE C1 English is actually COSTLY, while B2 English you just need to show high school certificate with the with with with ENGLISH on it or something like that. And that was one of the reasons and also one of the reasons to do it at C1 just like leads to onerous financial COSTS, and also might be it might be a reason it might UNDULY restrict the applicant pool. I don't and and not, but what we in fact do if someone writes motivation statements which are poor English and that's not good for the application. So in SOME sense we can filter that if the person formally has B2 but can't can't write like a CLEAR English sentence, then the application is not going to succeed. So in some sense we have a way of filtering that.

Researcher  
And I suppose they don't KNOW that you're gonna be assessing them on THAT basis, because otherwise they could obviously get someone to proofread it for them or edit it for them, but.

[P14]  
Yeah, but I mean, but they know that we're gonna assess them on the motivation statement. And I mean it's kind of-

Researcher  
Well, yeah, but they might not think of the English matters that much, cause I've PROVED I've got B2 so that works in your favor.

[P14]  
Yeah, I mean, it also doesn't matter it DOESN'T matter THAT much in the sense that we don't, it's not really SCORED or anything. It's just if it sends an ALARM bell.

Researcher  
Yeah, yeah, yeah.

[P14]  
But it could be something else, but it could just be that someone who actually speaks good English happens to apply and doesn't bother writing properly. I mean, that also would be not not an assessment of their ENGLISH skills, but of their motivation for the program, right? So it's just if you apply somewhere, you should send documents that are uh that as as as good as you can MAKE them. And if THEN the English still is poor, then probably the program is not the right program for you, right? You wouldn't be able to to FOLLOW it.

Researcher

[Redacted identifying information]

[P14]  
The the very FACT that the program should be an English speaking program. That is not really up for discussion in the [ad hoc unit], that was the rectorate saying YOU should set up a [ad hoc unit] with this task. And then there's, like the construc- then they're kind of sign posts not sign posts, the kind of GOAL posts given it SHOULD be in English.

But THEN saying what level of English that was up to the group. Yeah, that's where we decided on B2 for the reasons already discussed, yeah.

Researcher  
Do you mind if I ask which program this is you're talking about, because it's not [subject area] is it, it's another one.

[P14]  
No, no, no, that's [subject area].

Researcher  
Oh, sorry, I thought you weren't THERE at the time it was being.

[P14]  
No, no. OK. No, no. So I wasn't there at the TIME that the university decided that they want the program of that TYPE. [Redacted identifying information]

Researcher  
Right, right. OK. So you WERE part of the decision making process then?

[P14]  
Yeah, of the SHAPING of the program but NOT of the process of DECIDING that there should be a program taught entirely in English.

Researcher  
Yeah, yeah.

[P14]  
That was done uh well EARLIER, yeah.

Researcher  
And um from the from the top DOWN then.

[P14]  
Yeah, I think it.

Researcher  
You're not sure? Yeah.

[P14]  
I mean, the correct person to ask is [name]? I think the way it went is probably EITHER from the top down or that HE pushed it to the top ((laughing)).

Researcher

Okay, yeah, I think there is a bit of interaction between both ((laughing)).

[P14]

Yeah, and it's highly PERSONALIZED, it's it's super personal debate, that would be a debate between the rector and [name] when he was a new and he was newly appointed.

Researcher  
Sure. Yeah. I mean, I I've had to, I mean, I've been talking to SEVERAL people, and sometimes it's bottom UP, sometimes it’s TOP down, and often it's somewhere in between ((laughing)). A lot of interaction between all of the elements so ((laughing)).

[P14]

Umm. Yeah, yeah.

Researcher

So the competitive selection procedure would be based on their prior academic and their motivation statement and their prior academic achievements um in within the subject areas that you're interested in.

[P14]  
Yeah, yeah, INDEED. And MOTIVATION has the priority. The creates ((shaking head)), we LOOK at the grades um, if they send like WARNING signals, but they are sometimes difficult to COMPARE across academic systems.

Researcher  
Sure. Yeah.

[P14]  
Um yeah, especially if they come from universities or countries that we have no personal contact with or experience with.

Researcher  
OK.

[P14]  
I think the OFFICIAL line is that it's ONLY the motivation statement.

Researcher  
Umm OK.

[P14]  
And that's not ALWAYS really feasible, because they're just VERY similar at times and.

Researcher  
Because ALL you need is and it's motivation, right ((laughing))?

[P14]  
Yeah, it's a bit, I mean, but that's very Austrian, it's EXTREMELY Austrian because, yeah.

Researcher  
Anyone who wants to study who wants to understand [subject area] only needs motivation.

[P14]  
Yeah, it's, I mean, no, but but you ALSO get selected, I mean you need to FULFIL the fact that you HAVE done 15 credits of [subject area] and 50 credits of [subject area]. But of course if you only pass a little bit or just BARELY passed some very basic introductory class, MAYBE you shouldn't go on to master’s in this subject.

Researcher  
Yeah, yeah.

[P14]  
But that's that's an issue in in Austria which which interacts with this language issue because right so the English language is LINKED to competitive SELECTION or at least selective, let's just call it selective at least, becomes COMPETITIVE if you have enough PEOPLE, enough applicants. And there is a quite a strong DISLIKE of restricted access to higher education because GENERALLY higher education is FREE. And and and there can be quite a danger that the program is perceived as ELITIST, that it's kind of these students are APART from the other students, you’re gonna take RESOURCES from them, the university only cares about these FLAGSHIP programs. And so there's a is a strong anti-elitist kind of ETHOS at least at universities or among STUDENTS, in particular, the politically ACTIVE students. And so that interestingly interacts with the English kind of thing in a way that actually these are two different THINGS but the but because of this legal kind of link, that means there might be even like, I don't know, I’m just hypothesizing now that that adopting more English can like kind of face obstacles from this unexpected quarter. People are like, no, this is just kind of a way of like of like, secretly restricting access to higher education and turning it into some kind of British elitist institution or something like that.

So you have to tread quite CAREFULLY with these English programs because you need approval[?] [Redacted identifying information.] It’s complication in in in in the country HERE, yeah.

Researcher  
So you actually come across this from the STUDENTS that they are associating the English language with elitism and that there's a conflict, ideological conflict there. Have you come across this from the students that they associate it with English or?

[P14]  
I have come across this, I've come across this from COLLEAGUES who ANTICIPATE that or who are like asking me to be very CAREFUL with that and that not ALL the students are excited about the prospect of a SELECTIVE program.

Researcher  
OK.

[P14]  
Um, with the STUDENTS, NOT directly, but then I only TEACH in English. And the students in the [unit] WERE students who signed up to BE in it when it was already clear it would be ENGLISH, so I wouldn't have had like HARDLINE opponents there, yeah.

Researcher  
  
[Redacted identifying information], OK. I mean the this kind of because this is a ‘freier hochschul-‘?

[P14]  
Zugang, yeah, Zugang yeah.

Researcher  
Yeah, ‘freier Hochschulzugang’ that this ideology seems to be SHIFTING a bit in Austria? [Redacted identifying information.]

[P14]  
Yeah, yeah.

Researcher  
Although it's been introduced here for certain subject areas as well, so.

Yeah.

[P14]  
Yeah. [Redacted identifying information.]

Researcher  
I'm INTERESTED in what you're saying though, because when I look for example, you know there's a Unidata, ‘Unidata’ database by the BMBWF and they ACTUALLY collate data from appointments, they have a separate category for Germany, so you know it's it's your OWN university, the rest of like Austria. So you can filter it so, Austria and then it's Germany, and then it's the EU.

[P14]

Wow.

Researcher

So they actually COLLATE the data for Germany SEPARATELY to the EU.

[P14]  
Bought[?] ACADEMIC appointments or.

Researcher  
Uh, they don't, I I assume it's academic appointments, yeah. And this is, I guess these stats come through the ‘Wissensbilanz’ or whatever kind of um statistics [?] submit with the ‘Wissensbilanz’ but there is being collated at the NATIONAL level, and GERMAN appointments are collected separately from the EU and and also Swiss appointments, and and then you can see that for the [case study university] there's, you know, a HUGE amount of APPOINTMENTS from Germany as well. It looks like it's well, it's above the average for the WHOLE of Austria, let's just put it THAT way. [Redacted identifying information]

[P14]  
I mean, it's just UNSURPRISING I think. I mean, so it makes sense to collate it separately because, say, if you have a program that's like 80% German and 20% Austrian students and then you say, ohh, a HIGHLY international program, has 80% international students, and then you come here.

Researcher  
I'm I'm talking about APPOINTMENTS though, appointments like so STAFF.

[P14]  
But generally any kind of like, yeah, but ALSO also among staff, say if you have, if you had 80% Germans and 20% AUSTRIANS, the Austrians would still be overrepresented if you think of it as ONE market, right ((laughing)). And if you then say we have this HIGHLY international university which has 80% international scholars and then you come there as a British person, you might find this a bit of a joke, right? Because they all speak German ((laughing)).

Researcher  
The thing I find interesting. Sorry, and as an OUTSIDER, what I find interesting is that you kind of, I I guess it's POSSIBLY because I'm [nationality], but what I find in in what I find interesting is that I I guess it's the the DACH MENTALITY the the the because of speaking to some people they've mentioned that we want to be TRULY international. So it's like NOT really international if they're coming from other GERMAN speaking countries.

[P14]  
Yeah, yeah.

Researcher  
So that wasn't really, I guess, coming from [country], I I still have such as I was strong sense. Well, Austrians do too though ((laughing)), the strong sense of identity that isn't ONLY about the LANGUAGE. Do you know what I'm saying?

[P14]  
Yeah. Yeah, OK. It’s not only, yeah. So that's true that there is this THING that is not only. So it matters whether they’re German or Austrian, but it also matters matter whether they’re German or British or French. So BOTH matters, right? The Germans are NEITHER properly international NOR are they local.

Researcher  
OK. [Redacted identifying information.]

[P14]  
This is this is it. But this is peculiar because it it ties in nicely to the question of English. Yeah. So, so yeah, so, so the German, so, so PARTLY internationality is considered to be NOT speaking German as your first language, and NOT being from a different country, so it is already interesting that actually the LANGUAGE is kind of what matters. And then what's also peculiar is that BECAUSE Germany is such a huge market, and so in some sense it's just, I mean, the DACH market is just ONE market. I mean [?] there would be MANY places in Germany that are further away from one's hometown, friends or family or whatever than places in Austria or Switzerland.

Researcher  
Sure. Yeah.

[P14]

And people just cross-apply and you would expect it to mix, and just Germany is just ten times the size of the other two countries, right ((laughing))? And it's that's why it's overbearing, and that’s why in Switzerland they have animosities and but it's just statistically the CASE, but it means that in a program like ours, we might have HALF of the people being NATIVE German speakers because we have so many GERMAN applicants.

Researcher  
But you ALL teach in English ((laughing)).

[P14]

We ALL teach in English. and that is strictly, we only ever COMMUNICATE in English. MAYBE one-on-one, I MIGHT switch to German with some, with some people I do. But like, basically in ALL contexts, it's just all-

Researcher  
Even if you're in the cafe, buying a donut or something.

[P14]  
No. I mean then not at some point it stops, right? If it's really if someone comes to an OFFICE hour, might switch to German, right? I mean it's fine.

Researcher  
Yeah, yeah, sure.

[P14]  
Why not? But in every other like SEMINAR context also, yeah. It MIGHT be that if students do SMALL group work, I send them off, like if they're online, I send them to ZOOM rooms or otherwise they have like their table. SOMETIMES some people might talk German to each other, yeah.

Researcher  
Sure. So I I wanted to ask you about this, sorry. I wanted to ask you about the student COMPOSITION of the course. So um you know, so you've got this BA and and, sorry MA in [subject area], so how many or roughly what's the proportion of international students and Austrian students? How would you say?

[P14]  
Let me check I can give you the numbers right away ((laughing)). I don't have to in my head. And let me just send you too um it’ll just take me one second ((checking computer)). OK, so in the new cohort that we apply, we will have that have just applied, we have out of 30, we've got [#] Austrians, [#] Germans, so [#].

Researcher  
OK.

[P14]  
So almost half, and then, like NATIVE speakers are VERY few.

Researcher  
Native German speakers?

[P14]

No, native ENGLISH speakers.

Researcher

Native English speakers.

[P14]  
How at least people in of, of, of of nationality of a country that has that has English as a first language. You only have ONE actually, one [anglophone country] person. And we had, yeah, out of two applicants. Did we have [anglophone country] people? We did run a campaign[?] in [anglophone country], which hasn't succeeded. No, no applicants no.

Researcher

So basically around HALF German speakers and around HALF international students. And um you, you mentioned there only [#] Austrian students. Are you trying to encourage people to continue from the BA in in the same institution or are they coming from other institutions? Do you know or you don't?

[P14]  
Umm, we don't particularly encourage them, but people DO come because they KNOW us and and they LIKE us and so on. So we will always HAVE some. But ALSO, like I said, people [?] people might want to stay in [city].

Researcher  
Yep.

[P14]  
And so we get a GOOD number of applicants from the [university name].

Researcher  
Umm.

[P14]  
I think soon to get people from the [university name].

Researcher  
Why is that trying something CHANGING or?

[P14]  
[Redacted identifying information.]

And there IS a sense in which it's good if there are some of ours, so there's a kind of conflict here ALSO that there's some ideology which says they should MOVE between bachelor and master, that's the point. But then there are OTHER kind of forces which say look, but you CAN'T offer a master’s program at a university where your OWN students from the bachelor's don't EVER get in. That would be like you can't SELL that politically. It's just gonna look too bad or whatever. It's just looks weird, and also kind of discontinuous in the kind of WHAT you offer.

Researcher  
Yeah.

[P14]  
Um, and THAT has consequences for how you have to design entry requirements, if you have entry requirements etcetera. I mean EVERYONE has entry requirements, but especially if you have selection but also like entry requirements as well.

Researcher  
Yeah. I mean, there's one clause in the Universities Act where it actually says that a BA student if you've completed the BA, you HAVE to be allowed to PROGRESS to at least ONE master’s course without any further QUALITATIVE requirements. So there has to be at least one course on the curriculum that allows you.

[P14]  
Ah, that's in the in the BOOKS, in the law books?

Researcher  
Yeah, it's in the University’s Act. Have you come across anything that would SUPPORT that in your EXPERIENCE or is it not relevant to?

[P14]  
I mean this it hasn't been promoted to me as a LAW because it's not an issue with the program, right?

Researcher  
Right, yeah, because there are OTHER programs, yeah.

[P14]  
Also, our [subject area] students can go to [subject area].

Researcher  
Yeah.

[P14]  
That WAS a concern that if we require students to have EXTENSIVE prior knowledge of [subject area] AND [subject area], there is NO course at the [case study university] which GIVES you that. So nothing like [anglophone subject area]. [?] And so we had to actually design the course so that you, you have a [subject area] background and only some [subject area] you can do like half a semester of another subject.

Researcher  
Yeah.

[P14]  
In your normal, um, BA like a minor.

Researcher  
Right, right.

[P14]  
That you have ways of catching up and and kind of entering the program. So it came across it in that context, yeah.

Researcher  
Yeah. OK. So I mean [?] B2 and English. Uh, do you feel like I mean from your experience now teaching the course, do you feel that it's perfectly adequate for what you do?

[P14]  
I think the requirement that we post is ADEQUATE for our selection purposes. I think most of our students have C1.

Researcher  
Right. OK, yeah.

[P14]  
So I I don't think that what I GET is actually B2 in terms of the students’ students’ competence. But it makes sense for the SELECTION because it it it saves students COST, we might get some more APPLICANTS. It's VERY rare that we have BIG language issue. It's EXTREMELY rare, and even THEN, people MANAGE quite well. That tends, I think it, yeah, so so I mean, so WHO is difficult I'm thinking. I think PARTLY it's it's to do with the being able to be selective ENOUGH so it might be that if you have fewer candidates, we have people who really JUST have B2, and THEN it will be getting awkward.

Researcher  
Umm OK.

[P14]  
I can imagine THAT from what I've from what I've experienced. In the FIRST year we had very MOTIVATED students but FEWER applicants. So we have been more LENIENT with our admissions, now are able to have a HIGHER cutoff rate than what we are FORCED to do, like higher, higher kind of level at which we cut off basically. Then what what we won’t HAVE to accept remaining students who might have difficulty. It's only a that's only one or two, or tend to be [geographical area] students.

Researcher  
From [geographical area] or from [geographical area], [geographical area].

[P14]  
[Geographical area] soon. So yeah. No. So umm so the yeah, I think the, I don't know if they would IDENTIFY as [nationality], but their NATIONALITY is [nationality].

[P14]  
But then I mean, but then there's often a DISCONNECT. There's a disconnect between that uh speaking and WRITING often in that writing is much BETTER. I mean it's I think quite common, I guess. But ALSO this one of the students we are addressing because because we do a bit of work with presentations, live or video recorded presentations that look, this is an issue. You have great ideas, but you need to WORK on this. And here is like someone I can recommend you to get help with and so on. And this person got REMARKABLY much better. That was really like it really put in a lot of work to just like keep listening and repeating whatever this kind of things to just [?] as such. And then sometimes the people who are difficult to understand can be NATIVE speakers.

Researcher  
Right. Yeah, yeah, sure.

[P14]  
And [anglophone region], you’re like, gosh, WHAT, what did you just SAY?

Researcher  
Yeah.

[P14]

Yeah. And it is interesting to like also think that in SOME sense someone with a kind of yeah, like [anglophone area] accent REALLY sticks out in the. I don't know if they ((laughing)).

Researcher  
No, nobody ever knows what [name] was going on about ((laughing)).

[P14]  
No, they're perfectly understood, they’re perfectly UNDERSTOOD. But in SOME sense, I mean it it it's really sticks out out of the out of the crowd in a way that it can feel PRETENTIOUS. I mean they just speak the way they speak, RIGHT? I mean, it's not that it won't be, but but given, but because there's so FEW native speakers, those who do it in a weird way, stick out, because otherwise we just speak EuroEnglish kind of thing or something like or globish or something.

Researcher  
Yeah, yeah. And also like some people DON'T think they have an accent, do they? I mean, it's different for me as a [nationality] because I always, you know, you you people expect you to be unintelligible anyway ((laughing)).

[P14]  
Yeah.

Researcher  
But OTHER people, they come from the place where the like, THEIR form of speaking has the most powers. They think everybody ELSE is an accent and they don't have one.

[P14]  
ABSOLUTELY. That's a great phenomenon. At [anglophone university], I had, like, American American friends correct my pronunciation towards yes, like wait a moment, we are BOTH foreigners here, you know, like, this is a bit weird, but no why [?].

Um yeah. So yeah, we have the situation as we have that that for almost ALL of us, English is a second language. I think it's probably an asset that [?] for me it's ALSO a second language.

Researcher  
You mean the staff or the student, sorry. You mean the your colleagues and yourself?

[P14]  
Uh no the student, yeah, the colleague, BOTH the colleagues and the students. Yeah. Because they look. Yes, we expect you to write in English. And yes, I KNOW this is not your native language, but it's also not MINE. It's just so happens to be HOW we do the work here. I think it might be it might, it COULD feel more IMPOSED or something if if I was a native speaker, maybe, and then said look, does your English isn't good enough kind of thing. Because it just becomes, it doesn't become like a PERSONAL skill or something; it's just a PROFESSIONAL skill. It's just what the subject IS.

Researcher  
Yeah, yeah. So YOU don't feel like you, you know, you IDENTIFY with it, particularly, you, you're using it for your TRADE, basically.

[P14]  
No, I think I can, I can PROJECT that if I want to to students. So I don't appear like I'm I'm I'm I'm a rabid Anglophile or something, but I am I I totally LOVE English.

And I THINK in English and I TALK with English and yeah probably [?] like I do a HALF of my stuff in English anyway, and also EVEN with some German friends I met in the [anglophone country] for SOME topics we just talk English because that's how we got there.

Researcher  
Yeah. What do you not miss? Do you ever feel like you would LIKE to teach in German or it just never crosses your mind?

[P14]  
I have taught in German. I've told ONE single class in German. Yeah, and that was BIG fun.

Researcher  
Umm.

[P14]  
And there is an element that I think I have it less so NOW because I think because I can switch more English German also with some colleagues who are in similar subject areas, or even my co-author, our conversations are completely WEIRD and language makes like literal translations of figures of speech, and like it's just absolutely AWFUL how we communicate. But when I was in the [anglophone country] I had THAT sense that sometimes I don't really KNOW, like I can't really FEEL what something MEANS. In the kind of on the [subject area] level, it's DIFFERENT if you say it in German than if you say it in English and English, it can become like a technical thing I say. But I don't really assess it like I'm an [specialist in subject area], so I work of [subject area] issues. And I think SOMETIMES there's some German words that are needed for saying somethings or that just have a STRONGER force.

Researcher  
Yeah.

[P14]  
Maybe it's like, yeah, I mean, maybe it's like if if someone was, like, always forced to SWEAR in a foreign language, it just doesn't WORK. And the thing is like evaluative terms, sometimes they are just STRONGER and the kind of and then and that yeah similar things like like I had someone, I had a Turkish PhD student who told me the SAME thing, that yeah SOMETIMES they need to like say it in Turkish, so that they KNOW what it really means.

Researcher  
Yeah, yeah.

[P14]  
At a kind of fundamental level of NOT cognitively, but like KNOWING that I actually believe this. So if I say this, well, do I actually think that's TRUE.

Researcher  
Yeah.

[P14]  
And that's something that we need to DO in [subject area] quite a bit um because otherwise we just have names, and sometimes we'll need this faculty of intuition [?] that something makes sense.

Researcher  
So you DO USE some terms in German, then when you're teaching in English also or.

[P14]  
NOT when I, VERY rarely. I mean this will be like one or two terms that just CANNOT be translated.

Researcher  
‘Weltanschauung’ or something ((laughing))

No.

[P14]  
Yeah, well, that's good [?] no, but things like [German word] that's important for [subject area]. And I think it might be mature, they call it, but it's not the SAME thing. It has to, like, speaking for oneself, being grown up.

Researcher  
Mm-hmm.

[P14]  
Something like that, ‘übergriffig’ I don't know how, there’s no good for translation for that.

Researcher  
Well, I guess it depends on the context, doesn't it, I mean you could say something like is that, you could say something like, well maybe I'm getting this wrong, but say if you say presumptuous or something, but that would be a different context I suppose.

[P14]  
Yeah, maybe actually, that's NOT too bad. It's not too bad, but it doesn't have the same METAPHOR that someone grabs onto one’s, right, so?

Researcher  
OVERBEARING? Presumptuous, overbearing. Yeah. It depends again on the context. It all misses it doesn't it?

[P14]  
Yeah, yeah. There are things in the vicinity. Yeah, that's a very rarely I might do it, but but no I tend to avoid it. No, it's more for my for my OWN purposes or in discussion, because just so happens that a lot of my [subject area] [anglophone country] [subject area] network is German. I mean, it's just like a LOT of them, because [?] LOADS of people like in our PhD program were Germans. Um yeah. But in teaching, no no, not done, but teaching in German IS fun. I like it. It's DIFFERENT. I do, I mean, I also, I also actually teach a lecture in German, I totally forgot that. But yeah at the last two years that's what separate on the on the side like an online lecture to teachers on [subject area] which is TOTALLY different. And then then I will teach in German and sometimes just HAVE to use English technical words and explain them. This is just what the literature IS and?

Researcher  
So you don't feel like it's an issue that you're having to teach in English and you miss teaching more in German. It just feels.

[P14]  
No, I mean I've never before I came to the Austria, I never TAUGHT in German. So like, like I I taught [#] years in the [anglophone country] and I liked that I teach some things in German when I DO it. But no, not really. I would be perfectly happy just always teaching in English, it's just what, yeah, it works well. And I mean, there's also, I mean there are things that happen when you I mean, the ONE class I taught in German happened to have been on an ENGLISH text still. So that the TEXT to be read was English and what the moment you do that and it's like, I mean the class was FULL. So it's not that it repelled students of course, it was chock full that class. But people SELF select. So the students who are are HAPPY to teach a class that's taught in English or that has exclusively English sources WILL I think on average tend to be stronger students.

Of course, as a [unit], we have to cover ALL of our students, right? So if I ONLY ever did that, I probably would be not fully pulling my weight, to be honest. My PERSONAL preference, it would be in the sense it's EASIER to do. But in terms of also professionally, what's important to me is like, yeah, but OK, but we also have to teach these OTHER STUDENTS and they should learn something and and if I want to REACH them and teach them something, I should ALSO offer stuff in German. But that's really difficult for me with TEXTS. If I get first[?] to find German texts, then I'm just not educated for this. I don't know the literature, which I know I don't like. For our contemporary take on, like so, the GOOD people like, sorry, but that's like the people who are GOOD for like the KIND of [subject area] I do and the different traditions, they would, they would, write it in ENGLISH like they wouldn’t write it in German. So I'm kind of stuck, if I if I'm asked to ONLY have German texts or PREDOMINANTLY German texts, and so I WON'T do it, I think because it's it would be DISPROPORTIONATELY much worked for me and it doesn't doesn't fit with my with my TRADITION that I come from and there TEND not to be translations, I think that would be different with French [subject area] or so that you just find a German translation, but in English contemporary stuff, not so much. Yeah.

Researcher  
Umm. You're [redacted identifying information] you're teaching well that you're [role] the [master’s subject area], it's an interdisciplinary course, and I was wondering, do you think there's a TENDENCY for interdisciplinary interdisciplinary programs to be an English, anyway? Is there something that tends towards that or not so much?

[P14]  
That WOULD be my intuition, but I DON'T know where I have that from. I mean, ONE reason in Austria would be that interdisciplinary programs are difficult to DO. You can't easily do this with 500 students. So you need to RESTRICT it. And so in order to RESTRICT it, you do it in ENGLISH. Um and THEN there's a question of the other DEPARTMENT. I think the I don't know whether, whether [subject area] even HAS a German master’s. Well they might have a master’s but not exclusive not explicitly English because it's not restricted. But I think you can you can offer it in English without being restrictive, anyway, you just have the OPTION to be restrictive I think. But I think um I think in [subject area] I don't think you can study this WHOLE master’s, any of any of the master’s, if you don't do a lot of English classes. That's my GUESS. I don't know from from to look at their, their curriculum or their their course offerings. And once you DO that I mean, yeah, you still have the option to say, well, yes, but this class isn't officially in English this course, you just need to KNOW English, but you offer some stuff in German.

Researcher  
How about from the perspective of your OWN kind of research profile and your collaborations, is it international?

[P14]  
So I would always do it in English, yeah. And I think in [subject area], [subject area], I mean the very IDEA of these programs is inspired by [anglophone university subject area], [anglophone university subject area] and [anglophone university subject area]. And the people who have come from this TRADITION, they have TAUGHT or STUDIED there. So also I think [German university][?] I don't know about [German university][?] and they have this [subject area], [subject area]. But I think that was in German. I I don't really know actually. My my my GUESS would be that it YES, interdisciplinarity is probably going to be more in ENGLISH, but then I MIGHT be just having like a funny subset. So I think there are some programs which will have, which will do it in different LANGUAGES or in just in GERMAN. Depends how BIG the university is, how what kind of average[?] they want to have. I think there are SOME programs which do like Italian and German and French or something because they're like literature studies or something and they’re not really that interested in ENGLISH maybe? And it will have to do, I think a LOT will have to do with the PEOPLE involved in the program, how they take, how anglified they are or or not. And that has to do with the their professional CAREERS. And it has to do with their academic age, so to say ALSO, so that often is a, yeah, it's often a CONFLICT. Like the departments that some generation of of older generation of professors speaks the LOCAL language, mostly works in the LOCAL language, and then that's a bit of a CLASH of cultures. But it depends on who's in CHARGE of the program and also in charge of DEVELOPING it, and who has how much power and these kind of things as well.

Researcher  
Do you think um English language programs such as this one is um that Austrian students ALSO are, find appealing that they are ATTRACTED.

[P14]  
Oh YES, TOTALLY. I mean, that's why they APPLY in big numbers, the same as GERMANS, because it gives you the sense of NOT being too local. You stay in Austria, but you do this international thing and it is, and there's gonna be other STUDENTS, both super appealing for students who are CONFIDENT enough to DO it and who are kind of COMPETITIVELY minded or kind of AMBITIOUSLY minded. Um, ALL who are like, yeah, this would be PROFESSIONALLY really smart, right, even though they might not PERSONALLY care that much. So YES, it has the kind of STAMP of prestige on it. Right? You say that, ohh yes, I studied in Austria, but don't you think of me as this LOCAL person kind of thing. Yeah, that that again ties into this ELITISM, I don’t know, this kind of connotation of it's something BETTER that we talked about already. Yeah. For BETTER or WORSE, it has this connotation, yeah.

Researcher  
Are are you aware of other LOCAL universities and WHAT they're offering? Do you ever feel like you're not-, in some kind of COMPETITION with them for a local students or not so much.

[P14]

Um, no, I mean the competition would be EUROPEAN for our program. So it would be places like [German university] or now [German university], [Dutch university] [?]? So THESE are the places we look at when we wanna see how we're doing and if it's working WELL or if we are like losing OUT on students. Yeah, the GEOGRAPHIC proximity is not really that RELEVANT there.

Researcher  
Because you're more restrictive maybe so it-

[P14]  
Yeah. And also it's very specific TOPIC wise, there are NOT that many programs, so.

Researcher  
OK.

[P14]  
I mean, I don't KNOW if there's another master’s, I don't think is another master’s program in AUSTRIA. There are bachelor's programs which fit what we DO, but I don't think master’s. MAYBE [Austrian university] is starting a master’s. I don't know what they're very small, so they're not worried, or something like that. I mean, it's, yeah.

Researcher  
So you don't have like either collaborations with LOCAL universities to kind of strengthen your ‘Standort’ on the INTERNATIONAL level, like on the INTERNATIONAL scene, you don't do that?

[P14]  
Ohh yes, we DO, but differently, right? I mean we do it by like at the level of RESEARCH, mostly. At the level of TEACHING we also, there's ALSO something like like a master’s in [geographic area], master’s in [geographic area] master’s in [subject area], the [?], which does something together with I think [Czech university] and whatever like, LOADS of different places. I mean that HAPPENS, but that's I mean that's a HUGE task to do like university collaborations in teaching. It's REALLY difficult. And I think the appetite is not that HUGE for it. But some places do it, I think, like [Czech university] does it together with some place um I think that was [German university], a double master’s. So there's some that that DOES exist, that's TRUE.

Researcher  
OK.

[P14]  
Our [unit], we do this RESEARCH wise, we anyway have these collaborations and and now with the [university name] being HERE now. So that's a big THING. Yeah, but more on the RESEARCH. Typically, I think the university, my guess my my feeling is, the university does not think of itself as NEEDING to compete internationally to attract students.

Researcher

Do you mean nationally or internationally? Locally.

[P14]

Internationally.

Researcher

Internationally. OK.

[P14]  
Yeah, I don't. I don't get the sense that, I mean, students don't PAY, so you’re not DESPERATE for more students. I mean that's, I mean, of course, having students who follow the program GIVES you public money, but it's not the same kind of desperate situation as in [anglophone country], where you where it's like you're not going to, I WON'T have a salary if I don't get these students coming or something ((laughing)). So it doesn't FEEL like that. And then some of the WAYS in which recruitment works at the teaching level is NOT highly internationalized. So terminology, it STARTS with terminology. It's just on the website, looks weird. Sometimes the topic[?] is really is confusing as ago. No, you can't just REINVENT terms like. And admissions, if you say admissions EXAM, it means an examination, you can't call, it's not a SELECTION process. I mean you just cannot USE this word differently or just like time, time schedules. We are WAY too late in our deadlines. We're way behind Danish[?] or Dutch universities, which means students don't get our acceptance until like June and it's not really seen as a PROBLEM at a high level at least. So the COMPETITION element is really REPUTATION research at an international strengthening level. Teaching, it's just ASSUMED people want to come to [city], which is true.

Researcher  
OK. And in terms of research, are you AWARE of, well you COLLABORATE then through joint funding applications or for research or?

[P14]  
Yeah. Yes. Yeah, yeah, yeah. We have a big funding application NOW out, yeah. And also [subject area] in [case study university] is very successful with ERC grants.

Researcher  
On your OWN or with, sorry, in collaboration with other local-

[P14]  
So these are actually all I think they're mostly I think the ERC grants are LOCAL. That's just one person heading it. But we also have like a big grant application now for a research cluster together with I think four other universities or three.

Researcher  
In Austria or internationally in Austria?

[P14]  
In AUSTRIA. Yeah, that's that's Austria. There's an Austrian [?] thing.

Researcher  
Right.

[P14]  
But I mean, the [unit] is so big that there are ALWAYS individuals who do something with some OTHER university. I mean, I don’t don't have the picture of this, but there's a big, there’s a lot of DACH as well, right of collaboration with Germans and Swiss. But there are ALSO some other kind of HOT spots of collaboration. I forgot which [?], I think some ITALIAN ones some FRENCH ones, I guess.

Researcher  
OK.

[P14]  
And yeah.

Researcher  
Right. Yeah. Thanks so much. It's, is there anything YOU'D like to talk about that I didn't give you the CHANCE to to discuss? Maybe I missed something obvious or something important.

[P14]  
I mean ONE thing maybe that's obvious or or or quite quite important is questions of teaching in English and evaluation of WRITTEN work.

Researcher  
Umm.

[P14]  
That would be easier, say, if you teach English in [subject area] if you teach [subject area] in English and someone writes a master’s thesis, it's gonna be OK. It's gonna be in scientific BAD English. And in [subject area], though, there is a CHALLENGE there because in the sense that the LEVEL of language has a lot to DO with the QUALITY of what you’re doing, you CONDUCT your research in writing. You don't have numbers which you get and you need to THROW at people. And THAT can be a bit DAUNTING, and that has to do and I think there is a question there of [discipline] traditions. So I think also like in terms of the the research project in questions of FEASIBILITY of of teaching in English and accessibility and fairness, etcetera, probably has a lot to do with how much language expression is considered to be a SKILL OF the subject, so that it's legitimately part of the evaluation of written work.

And in [subject area] it really depends what kind of [subject area] one does. And the kind of ENGLISH speaking [subject area]. It's OK if it's NOT great English. A lot of it is NOT in great English.

Researcher  
Right.

[P14]  
But then if people come more from the kind of idea of like French or German [subject area] then they might FEEL that they need to produce a piece of LITERATURE if they WRITE [subject area].

Researcher  
Umm yeah.

[P14]  
And then, of course, the level is much HIGHER than than than B2 level, the level is then C2, basically or whatever. So I think that's an interesting dimension in the sense that [subject area] if it’s offered in English, it tends to be a kind of [subject area] which is more LENIENT towards language. So [subject area] is on the on the EDGE, like on the fence there between [discipline] and [discipline] when it comes to it.

But it IS something that keeps coming up as concerns by students or like, I don't really speak like I'm not, I'm not a native speaker, will be marked DOWN for that. That's kind of kind of a CONCERN that the students keep having, we try to ASSURE them it's FINE, it needs to be UNDERSTANDABLE. Just write SIMPLE language. Don't write [name of author] in English.

Researcher  
And do you feel they're ABLE to convey the the complexity of what they're saying ENOUGH. You don't feel that it does lead to them being marked down if?

[P14]  
It at it MOSTLY works. The ONE area where it doesn't work is when people want to be more complicated. When they actually want to SOUND sophisticated, then it totally crashes because then they use words that are not exactly that meaning in English or that are not IDIOMATIC, or that's just not the right LEVEL of the language, REALLY if they want to sound posh and intellectual.

Researcher  
Yeah.

[P14]  
So in [subject area], the way to DEAL with the problem is to tell people that you can speak in in like SIMPLE LANGUAGE and get a complex idea across. That MIGHT be different than other [discipline] where this is not really acceptable, this kind of SIMPLISTIC style that we like in [type] English speaking [subject area] at least.

Researcher  
So it's actually a POSITIVE thing in that WAY because it allows people to focus more clearly on what they're saying and not to get distracted with flowery things.

[P14]  
Yeah, it can force people to use more, EXACTLY, yeah. I mean, also German speakers might then be forced, just just speak to me in simple English. I mean, some of the English, if I were to translate some of my work into German, it would sound SILLY. Or it would sound not sophisticated enough and I have really REVULSION, yeah, internal like REVULSION or RESISTANCE against writing like EVEN like MOTIVATION letters for applications in German I was like, I just sound so pretentious, I don't WANT to write like this. Yeah so but the but the point being, yeah, so this kind of [subject area] LENDS itself to teaching international groups in English because it's not such a big obstacle then, or language is meant to be simple.

But it is, yeah, students KEEP coming with that concern. And then if they, if they try to be complicated, then it crashes. Yeah, SOMETIMES in funny ways, but that's fine. But then then it's just like, do NOT have sentences which span 5 lines or something like this. Just don't do it.   
Alright, yeah, but if that's the one, the one other thing that.

Researcher  
Thank you so much for your time. That's been brilliant. Thank you.

[P14]

Yeah, thank you so much. I'm curious to hear what comes of it and.

Researcher  
I hope, I hope something does. No I I will let you know if if we have any dissemination which of course we are aiming towards. So thank you very much.

[P14]  
Yeah, that would be great. I'm very curious. Cool. Thank you very much, but cool.

Researcher  
Thank you. Bye then.

[P14]  
Alright.